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AUTHOR	Walter, Katie; Hassel, Bryan C.
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ABSTRACT

Often a central feature of a school's improvement efforts is the adoption of a Comprehensive School Reform (CSR) model, an externally developed research-based design for school improvement. Adopting a model is only the first step in CSR. Another important step is forging partnerships with developers of CSR models. This guide aims to help schools and districts build productive partnerships with model developers. The guide is divided into three sections. "Establishing a Framework" addresses services and materials to be delivered by the model provider, actions the school or district will take to facilitate implementation, and costs and payment arrangements. "Working as Partners" discusses the implementation plan and timetable, common issues in implementation, and use of evaluations to improve the model's effectiveness. "Planning for the Future" considers contract duration, relationship after the contract ends, and dealing with an early end to the relationship. Within each section is a series of steps for each party that includes a brief discussion of the issue being considered. Throughout the guide are many brief recaps of vital information for quick reference. Contained in eight appendices are questionnaires and worksheets designed to aid schools and districts in thinking about the issues and communicating with the model provider. (WFA)

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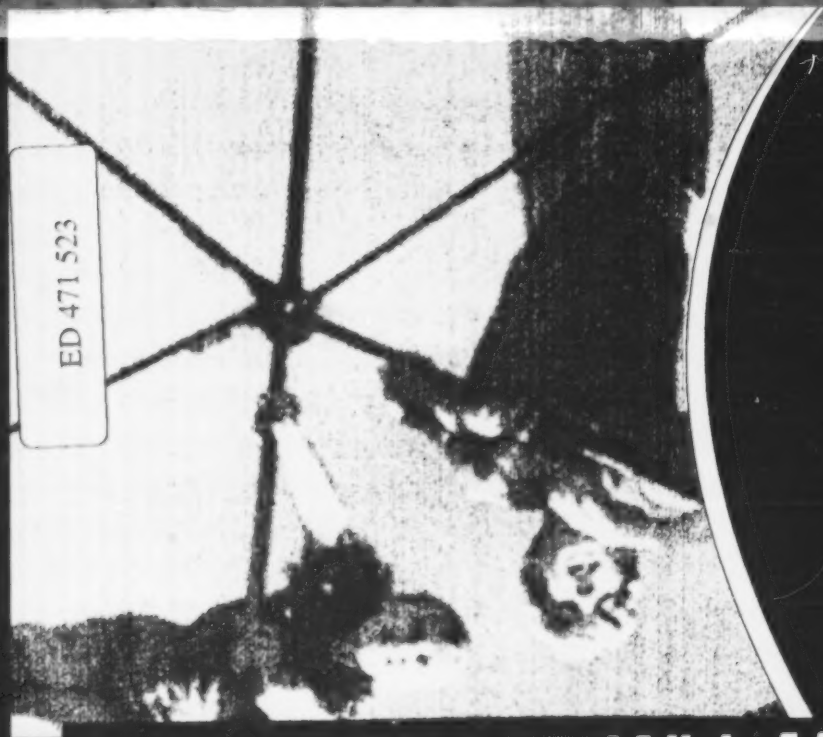

Guide to Working With Model Providers

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Written by
Katie Walter and
Bryan C. Hassel,
Public Impact

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Written by Katie Walter
and Bryan C. Hassel, Public Impact

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For most schools participating in the Comprehensive School Reform Demonstration program, a partnership with an external model developer is a critical component of the school's improvement strategy. Site visits to schools and districts in the first stages of implementing school reforms conducted for the U.S. Department of Education's "CSRD in the Field" initiative, as well as informal feedback from states, districts, and schools, indicate that many schools could benefit from additional assistance in making the most of their partnerships with external model developers. In order to address this need, this guide was developed by Katie Walter and Bryan Hassel of Public Impact, with support from the Comprehensive School Reform Demonstration program in the Office of Elementary and Secondary Education at the U.S. Department of Education. The guide is being published and disseminated by the Regional Educational Laboratories.

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Introduction: Working With Models as Part of a Comprehensive School Reform Effort

Across the country, more and more public schools are seeking to boost student learning by pursuing comprehensive school reform (CSR). **CSR entails coherent schoolwide improvement that covers virtually all aspects of a school's operations.** In this way, all components of the school—from its curriculum to its governance, from its professional development to its approach to parent involvement—are coordinated in a single strategy. This concerted effort to have all educational components work in tandem with one another avoids the fragmentation of implementing a collection of separately focused reform measures. CSR efforts have been fueled by the 1998 enactment of the Comprehensive School Reform Demonstration (CSRD) program, which provides federal funds for schools to implement effective, comprehensive school reforms that are based on reliable research and effective practices. To receive the funds, schools must pursue reform that meets the nine criteria listed in the box below. Some 1,800 schools nationwide have received CSRD grants of at least $50,000 per school per year, renewable for three years.

Key components of comprehensive school reform (from CSRD legislation)*

1. **Effective, research-based methods and strategies**
   - Uses innovative strategies and proven methods for student learning, teaching, and school management
   - Is based on reliable research and effective practices
   - Has been replicated successfully in schools with diverse characteristics
2. **Comprehensive design with aligned components**
   - Provides a comprehensive design for effective school functioning including instruction, assessment, classroom management, professional development, parental involvement, and school management
   - Aligns the school's curriculum, technology, and professional development into a schoolwide reform plan
   - Addresses identified school needs
   - Enables all students—including children from low-income families, children with limited English proficiency, and children with disabilities—to meet challenging state standards
3. **Ongoing, high-quality professional development for teachers and staff**
4. **Measurable goals and benchmarks for student performance**
5. **Support within the school from teachers, administrators, and staff**
6. **Meaningful parent and community involvement** in planning and implementing school improvement activities
7. **High-quality external technical support and assistance** from an external partner with experience and expertise in schoolwide reform and improvement
8. **Evaluation strategies** for the implementation of school reforms and for student achievement
9. **Coordination of financial and other resources** to support and sustain the school's reform effort

*For more information about the nine components, go to www.ed.gov/offices/OESE/compreform/csrdgui.html#B1.

A school engaged in comprehensive school reform goes through an intensive process of self-examination and change, which is charted in the box below. As essential first steps, the school creates a vision, performs an assessment of its needs, and develops a comprehensive school reform *strategy* to meet those needs. The school then undertakes a number of activities aimed at putting the CSR strategy into action. Constant evaluation for continuous improvement helps keep reform on track. Throughout the process, a school engaged in CSR works with its district to ensure that the policies and structures of the district support the school's efforts at reform.

Often, a central feature of a school's improvement effort is the adoption of a comprehensive school reform *model*—an externally developed, research-based design for school improvement. By partnering with model providers, schools can gain access to proven approaches to student instruction and assessment, high-quality professional development, ongoing technical assistance, and materials for use by students and faculty. Though partnerships with external model providers are just one part of the school's comprehensive approach, getting these partnerships right becomes critical to a school's success in its improvement strategy. Not only does a school have to determine how the partnership will contribute to its overall CSR approach, but it also must determine how to coordinate other programs and activities with the model components and within the entire reform approach.

It is important to note that *implementing an externally developed* CSR *model is only one step in a long improvement process*. Thus, schools and districts are cautioned not to view the adoption of a model, in and of itself, as comprehensive school reform. This *Guide to Working With Model Providers* aims to help schools and districts with one aspect of their reform efforts: forging productive partnerships with external developers of CSR models. Though this is an important step in an ongoing CSR strategy, schools and districts must undergo significant work—before, during, and after working with an external model provider—that is not discussed in this guide. This document is not a guide to embarking on comprehensive school reform. As indicated by the shaded areas in the box, this document focuses on negotiating an agreement with the model provider, working with the model provider over time to implement the model, and using evaluation to improve the model's effectiveness. Other critical steps in the CSR process—such as performing a needs assessment, selecting an appropriate model, and engaging in reform activities other than the adoption of the CSR model—are discussed only in passing, though the guide directs readers to other resources where possible.

Steps in the process of comprehensive school reform for schools adopting externally developed models

- Creating a vision for the school
- Performing a needs assessment
- Developing a comprehensive school reform strategy
- Researching externally developed CSR models through written documents, Web sites, videos, model site visitations, etc.
- Gaining support for and reaching agreement on an appropriate CSR model
- Adopting an externally developed model
  - Negotiating an agreement with the model provider
  - Working with the developer to implement the model
  - Using results of evaluation to set new goals and reshape model implementation
- Selecting, revising, and eliminating other programs as a means of supporting CSR and improving teaching and learning (Ongoing)
- Working with the district office to distribute resources and consider structures in ways that best support CSR and improved teaching and learning (Ongoing)

Productive partnerships between schools and model providers are built on strong foundations. One fundamental building block of these foundations is clarity: about what the partnership will entail, about the expectations all parties bring to the table, and about how the partnership will evolve and grow over time. Another is communication: a commitment on the part of all parties to provide ongoing feedback to one another and to assess and improve the partnership as circumstances change, disappointments emerge, and successes occur.

The purpose of this guide is to help schools and districts put these building blocks into place, based on discussions with representatives of schools, districts, model providers, and others in the field of comprehensive school reform. The guide does not provide a cookie-cutter approach to forging a contract and ongoing relationship with an external model provider. Instead, it aims to give schools and districts a better understanding of the issues they should consider when embarking on a partnership with a CSR model provider.

General Structure

This guide is divided into three main sections: Establishing a Framework, Working as Partners, and Planning for the Future. As the following box illustrates, each section addresses a number of vital issues schools and districts must think through as they forge and manage relationships with model providers. Schools and districts should be sure to discuss each of these issues in detail with model providers—either as the basis for language to include in a formal agreement or as the basis for more informal understandings.

Vital issues addressed in this guide

Section I: Establishing a Framework

- Services and materials to be delivered by the model provider
- Actions the school and district will take to facilitate implementation
- Costs and payment arrangements

Section II: Working as Partners

- Implementation plan and timetable
- Common issues in implementation
- Using evaluation to improve the model's effectiveness

Section III: Planning for the Future

- Contract duration
- Relationship after the end of the contract
- Dealing with an early end to the relationship

Tools

Within each section is a series of steps that includes a brief discussion of the issue being considered. Where appropriate, the guide also presents tools (included as appendices) designed to aid schools and districts in thinking about the issues and communicating with the model provider on the particular topic discussed in the section. Though the tools are presented as documents that can be filled in, schools and districts may choose to use them simply as a starting point for discussion. Indeed, some schools, districts, or model providers may already have their own documents that either answer many of the questions posed in the tools or serve the same purpose. Our hope is that the tools will spark discussion and bring up issues not already under consideration.

Section Structure

Section I outlines the basic underpinnings of an agreement between a school or district and a model provider. The section is organized into pairs of steps—one from the perspective of the school and district and one from the perspective of the model provider—that are meant to demonstrate the complementary actions of each. Each of these steps then concludes with a "Reaching an Agreement" component that describes the tools the parties can use to set the terms of their relationship.

The steps of Sections II and III, which describe the relationship after basic contract provisions have been established, are written as joint actions, signifying that the school, district, and model provider are now unified in working toward the same goal of improved teaching and learning. It should be noted that though these two sections discuss some issues that may not be written down in a contract, all issues should be talked about *before* an agreement is reached. It is important to understand every issue that will potentially affect the partnership.

Section I: Establishing a Framework

After going through an intensive process of determining a vision for the school, performing a thorough needs assessment, and agreeing on a CSR strategy to achieve the vision, the school may decide that externally developed CSR models potentially offer suitable means for supporting its CSR strategy. A challenging phase ensues during which the school researches models and selects one that has the support of most, if not all, stakeholders. It is only after all these steps are completed that a school is ready to sit down with a model provider. At this time, the school and the district office must enter into negotiations with the proposed model provider to establish a contract and working relationship that is acceptable to all parties. A first step in this phase of the CSR process is to arrive at a clear understanding of what each party needs, expects, and can provide in seeking the shared goal of school improvement. This step requires full disclosure of information and open communication. In most cases, this further exploration will strengthen the parties' commitment to partner.[1] This section of the guide explores three central issues that make up the basic framework of a partnership agreement with a model provider:

1. The package of services and materials to be provided
2. Actions the school and district will take to facilitate implementation
3. Costs and payment arrangements

The guide addresses each issue as a pair of steps—one step to be carried out by the school and/or district, the other by the model provider. After each pair, the guide discusses how readers can use the tools provided to come to an understanding about the issue.

A. The Package of Services and Materials to Be Provided

The core of the partnership agreement is a clear statement of the package of services and materials the model provider will provide to the school. Most model providers will come to the table with a more or less standard package of services (see box on the next page), presumably the package that led the school to select the model in the first place.

[1] In some cases, the negotiation process will demonstrate that the proposed partnership may not be a good match between school and model. Though making this discovery after so much time and effort is disheartening, it is much better that this is realized before actual implementation of the model. Correctly matching the CSR model to the school is vital to successful implementation and to improving teaching and learning.

Services/materials typically offered by external CSR model providers

- Student achievement standards and aligned assessments
- Curriculum and instructional methods designed to achieve the standards
- Onsite consulting by CSR model staff
- Training sessions and other professional development opportunities for school staff
- Technical assistance from CSR model staff via phone, e-mail, fax, etc.
- Copies of training and resource materials
- Networking opportunities with other schools implementing the model
- Model-specific newsletters, online forums, etc.

For schools that conducted a careful selection process, much of the work of this step will have been done already. Although this guide does not explore the selection process in any depth, the box at the end of this section (see page 10) contains some helpful resources schools and districts can use to make good matches.

The aim of this part of the negotiation is to explore ways in which the standard package might be *tailored* to the school's particular circumstances. In most cases, a single reform model—no matter how comprehensive—will not provide every aspect of reform a school requires. The broad nature of the nine CSRD components, which offer a useful framework for thinking of comprehensive reform, underscores this point. The very comprehensiveness of CSR and the unique demands of each individual school mean that few, if any, models address all of a school's needs and requirements. As a result, it is vital for schools to gain an upfront understanding of what a model can provide, what it cannot offer, and what it might be able to provide with appropriate modifications.

This part of the guide suggests a process that schools and model providers can use to come to agreement about these issues. As explained in the Introduction, this process assumes that the school already has developed a comprehensive school reform approach—an overall plan for transforming the school to improve student learning. Using its comprehensive school reform approach as its starting point, the school identifies "gaps" between what the approach requires and what the model's standard package can provide. These gaps form the basis of discussion with the model provider. In some cases, the model provider may be able to tailor its standard package to fill some of these gaps. In other cases, the school will need to find other ways to complete its full approach to reform.

Whatever the package of services, it also is important for the school, district, and model provider to share *expectations* about what those services will produce. The process suggested here, then, also guides the parties to think through what they hope to achieve by working together.

The school side: Identifying gaps and setting expectations

Gaps

A school's CSR approach should grow out of its identified needs in the context of the state or district standards the school is aiming to meet and other requirements it faces. The approach also should reflect the values held by the school community—beliefs about teaching, learning, and how the school should function as an organization. Each of these elements—needs, standards, requirements, and values—might suggest gaps between what the school requires and what the model offers.

Schools receiving a CSRD grant will want to ensure that their CSR strategy incorporates all of the nine components listed in the Introduction.

Even schools not receiving CSRD money may want to use the nine components as a guide for performing a "gap analysis" between what the model provides for the school and what the school needs to provide for the students. Schools receiving funds from other sources may want to perform similar analyses to make sure their work matches funders' expectations. As the discussion below outlines, schools have many factors to consider when examining how a model can support its CSR strategy and when determining how the model needs to be revised and/or supplemented.

Needs. Performing a needs assessment is a foundational step that has allowed the school to reach this stage of comprehensive school reform. This assessment will continue to be important during the negotiation and implementation stages. In the negotiation stage, a careful review of the school's needs can reveal areas where the selected CSR model does not address a vital concern of the school. These areas can become the focus of discussion with the model provider. For a needs assessment to serve this purpose, it must meet two tests. First, it should provide *specific* details about a school's needs. For example, identifying "reading" as a weakness in the school curriculum is too broad to be of much use. The school needs to highlight which specific skills within reading are weak, as well as which groups of students (by grade level, gender, native language, race/ethnicity, and so on) are having the most difficulty. Second, it should help schools *prioritize* needs. There may be many areas that a school would like to improve, but setting numerous goals that need to be achieved quickly could result in none being reached successfully.

If the school is concerned that its needs assessment has not given it the foundation necessary to lay out its strategy for comprehensive school reform or to work effectively with its chosen model provider, it may want to consult the sources in the box below for additional tips.

In addition to assessing their improvement needs, schools also should consider any special delivery considerations. For example, rural schools that are physically isolated from model provider staff and from other schools implementing the model may

Suggested resources for needs assessment*

Victoria Bernhardt. Data Analysis for Comprehensive Schoolwide Improvement, *Eyes on Education*, 1998. For a description see: **www.eyeoneducation.com/systemic.html#dacsi**

Sylvie Hale. *Comprehensive School Reform: Research-Based Strategies to Achieve High Standards*, WestEd, 2000. Guidebook and two videos (forthcoming).

Karen Levesque (Editor), Kristi Ross, Denise Bradley, and Peter Teitelbaum. *At Your Fingertips: Using Everyday Data to Improve Schools*, MPR Associates, 1998. For a description, see: **www.mprinc.com/html/resources/ayf_brochure_main.htm**

Making Good Choices: A Guide for Schools and Districts. North Central Regional Educational Laboratory, 1998. Document contains a needs assessment instrument (Appendix A). **www. ncrel.org/csri/tools/makegood.pdf**

School CSR Self-Assessment Tool. Northwest Regional Educational Laboratory, 1998. **www.nwrel.org/csrdp/tool2.pdf**

*These resources also may be helpful when performing evaluation throughout the reform process.

want to ensure that electronic communication is a major component of the model's services. Schools also should keep in mind their format needs. For example, schools that have a number of special-needs children will want to ensure that model-provided curricular materials are available in the appropriate formats (audio, Braille, and so on).

Standards. Increasingly, states and districts require students to meet particular standards as measured by specific assessments. These standards and assessments often form the basis of high-stakes accountability systems in which schools earn rewards and incur sanctions based on how well their students perform. At the same time, many comprehensive school reform models have their own standards and systems of assessment that may, in fact, be integral to the models' character. In these cases, it is imperative that school leaders understand the alignment—or lack thereof—between a model's standards and assessment practices and those required by district or state mandates. A careful "mapping" between the two systems can reveal areas in which the model's approach will fall short in helping the school meet its goals. This mapping should be performed during the model selection process based on the school's own needs assessment. The individuals who are in the best position to do this mapping will vary from district to district. However, at least one representative from the district (or school) and one representative from the model, both of whom are well-versed in their respective standards, will need to work together *before* any agreement is reached. In addition to this mapping process, having representatives from both the school/district and the model is necessary for determining how the model can be modified to align with the state and district standards or other school requirements and preferences.

Requirements. Although schools engaging in comprehensive school reform are ideally free to design their school programs in line with their CSR strategies, they also need to consider district, state, or other directives that require them to do things in certain ways. Some of these requirements may be open to discussion. (This subject is explored further in Section II.) Others may be non-negotiable. In these latter cases, the school will be required to follow a certain course, whether it aligns with the model's approach or not. For example, the school district may require a particular method of reading instruction. If the school has chosen a model that does not have a matching literacy component, the school may want to consult with the model provider to choose a reading program that the school supports and that the model provider believes may work well within the overall structure of the model.

Values. Beyond specific preferences for reform generated by needs assessments, accountability systems, and other requirements, a school community may have other preferences that grow out of values held by members of the school community. School faculty members, for example, may have strong beliefs about how decision making should take place or about the most effective school environment for students. While values like these should have influenced a school's choice of model in the first place, there may be particular ones that are not addressed by the chosen model or where conflict exists. These values need to be the focus of discussion between the school and the model provider.

Nine components. Schools receiving CSRD funds also need to ensure that their comprehensive school reform approach meets the nine criteria of the program. Since an external model will probably not single-handedly fulfill all nine components, schools need to understand what gaps they will need to fill with other resources. For example, if an external model does not focus much attention on

parent and community involvement, a school adopting that model would need to look elsewhere for help in that area.

Expectations

The school also must lay out its expectations for student achievement, professional development, communications, parent involvement, and the like for each step in the process. For example, if the school hopes to see significant gains in reading scores within two years of model implementation, it needs to make this expectation clear to the model provider. Public and political expectations of increasing scores quickly may not match the model team's real experience of restructuring a school. Indeed, some models are premised on building a whole support network of social services and may take several years before these components have an effect on standardized test scores. Laying out expectations may not force a model to produce certain results more quickly than it is designed to do, but it will open up an important area of discussion and help both the school and the provider decide if they are indeed a good match.

The model side: Laying out proposed services, level of flexibility, and potential outcomes

Services. The model provider must make clear to the school what its specific services and materials will entail. For example, if the model provides onsite consulting, the school needs to make sure it understands (among other things) the duration, frequency, and content of services; if and how the model encourages peer coaching; and what the procedure is if the school finds the model's consultants unacceptable for any reason. The school also must be fully aware of what materials/services required for model implementation are not part of the package of services. For instance, extensive use of computers may be a fundamental part of the model's strategy, but the school must provide the actual equipment. Failure to work out content, format, and logistical details before implementation is under way can lead to unnecessary tension in the working relationship and, possibly, unsatisfactory outcomes.

Flexibility. The model provider also must make clear what components are intrinsic to the model and what areas are more flexible around particular school needs, requirements, and values. Schools will likely already have some sense of this based on their research of the models. Because most models will require some modification, most model providers will allow some degree of tailoring. In many cases, decisions to supplement or revise the model components can be determined before the contract is signed. Deciding on a supplemental literacy component, to continue a previous illustration, would likely be negotiated before signing the contract. However, the school, district, and model provider should all be clear on the issue of flexibility *throughout* the partnership. (This question of ongoing flexibility is a subject of discussion in Section II, Working as Partners.)

Predicted outcomes. Lastly, the model provider also needs to forecast outcomes for student achievement, professional development, communication, parent involvement, and the like. If the model's experience has shown that schools with demographics and circumstances similar to those of the school in question typically take five years to demonstrate significant reading achievement gains, for example, then the model provider needs to make sure the school and district understand this potential timetable. A school and district that hope to see improvements in standardized tests in two years and a model provider that believes this improvement will occur only after five years will not likely have a good relationship if this discrepancy is

discovered after the contract has been signed. One means of avoiding these unaligned expectations is to craft benchmarks and timelines so that both the school and model provider will have a clear understanding of expected outcomes and will be able to gauge progress throughout implementation. Benchmarks and timelines are useful tools in that they underscore the fact that improvement is an ongoing process, not a terminal goal.

Reaching an agreement

Appendices A, B, and C are tools designed to help a school (1) identify any gaps between what the school's approach requires and what the model provider's services provide and (2) determine whether the model provider or the school will fill these gaps. A good place to start is with **Appendix A, Model Services/Materials Questionnaire.** This tool helps the school or district ensure that they understand the specific details of the model's services. The school or district also may choose to use this tool as a comparative checklist if a model provider presents the school with a draft contract outlining its proposed services. Using Appendix A should reveal any areas of uncertainty or misunderstanding about the proposed package of services.

Appendix B, Gap Analysis and Model Flexibility, helps schools work with model providers to modify the package of services (if necessary) to meet the school's needs. The first step is for the school to identify gaps. What areas of need aren't addressed adequately by the chosen model? In what ways (if any) do the model components not match with the state and district standards, curriculum, or assessment practices? Are there certain required programs or practices that the school must pursue but that the model does not include? Are there any unique values held by the school community that might be accommodated in the model? For schools receiving CSRD funds, are there ways in which the model does not address the nine components of CSRD? These gaps can form the basis for discussion with the model provider about where the model can (and cannot) be modified to fit the school's circumstances. Areas where the model can be adapted may be included in the partnership agreement. The beginning of Appendix B includes some examples of gaps schools might identify and how models might respond.

Some schools may find it appealing to have the model provider supply much of the professional development and other external support that the school will need to implement its CSR approach. Consolidating those services into one partnership simplifies the school's environment. More than likely, though, a model provider will not be able to accommodate all of the school's needs. Identifying these remaining gaps up front will set expectations correctly and induce the school to look elsewhere for help on those specific preferences. Where a school might look for assistance will vary from place to place, but the box below provides some general examples.

Places schools can turn for help in supplementing the services of CSR model providers

- School district professional development offerings
- State department of education services
- Federally funded regional educational laboratories and comprehensive centers
- Area colleges and universities
- Educational service districts/RESAs
- Peer exchanges with other schools
- Independent consultants

Appendix C, School Outcome Expectations/ Model Outcome Predictions, turns to the question of expectations. What does the school hope the partnership will achieve over the first years of the relationship? What does the model provider expect based on its experiences in other, similar schools? This tool is intended to spark discussion over areas in which there are large discrepancies between the expectations of schools and the experience of model providers.

Using Appendices A, B, and C, the parties should emerge with:

- A clear agreement about the model's package of services, including any modifications to the model's standard package.
- A list of components of the school's reform approach for which it needs to look elsewhere for support.
- A clear understanding of the parties' expectations about the outcomes the partnership will achieve.

Suggested resources for developing a comprehensive school reform approach and selecting an appropriate CSR model

Achieving Student Success: An Interactive Online Tool. A Web site for selecting research-based education reform models. From the Laboratory for Student Success.
www.reformhandbook-LSS.org

Catalog of School Reform Models. A guide to many school reform models that contains valuable information, though it is neither a set of recommended models nor a set of models approved for CSRD funding. From the Northwest Regional Educational Laboratory.
www.nwrel.org/scpd/natspec/catalog/

An Educators' Guide to Schoolwide Reform. Descriptions of many reform models, including an assessment of the research base on their effectiveness. From the American Institutes for Research.
www.aasa.org/Reform/

Implementing Schoolwide Programs: An Idea Book on Planning. Find out about effective methods and useful resources for planning comprehensive reform programs and for measuring their success. From the U.S. Department of Education.
www.ed.gov/pubs/Idea_Planning/

Making Good Choices: A Guide for Schools and Districts. A step-by-step guide to creating a comprehensive school reform approach and selecting an appropriate reform model. From North Central Regional Educational Laboratory.
www.ncrel.org/csri/tools/makegood.pdf

Raising Student Achievement: An Internet Resource Guide for Redesigning Low-Performing Schools. This site includes information on research-based programs, guidance on program selection and implementation, district profiles, Web links, and more.
www.aft.org/edissues/rsa/

B. Actions the School and District Will Take to Facilitate Implementation

Implementing a CSR model well requires that the school and the district provide a certain infrastructure—an infrastructure that may or may not be in place when the school embarks on the reform. Depending upon the model, key components of this infrastructure may include:

- *Authority* at the school site to make decisions about budgets, staffing, scheduling, and programs
- Financial *resources* at the school level to pay for the model provider's services and associated costs
- *Support* at the district level for the school's reform efforts

Another important piece of the infrastructure is the *capabilities of the people* at the school and district levels to carry out the reform model. This guide, however, does not address those considerations. Comprehensive school reform models typically have their own methods of assessing existing staff capacity and designing programs to enhance it in areas of weakness. Accordingly, this guide focuses on parts of the infrastructure that model providers are less able to influence directly—authority, resources, and support, as listed above.

The model side: Specifying the authority, resources, and support needed for the model

Comprehensive school reform models differ in the types of authority, resources, and support they require. Some models need schools to be able to change schedules and staffing patterns drastically; others can work largely within existing structures. Some ask schools to make large up-front investments in technology or professional development; others require smaller initial investments. Some models need district officials to change important district policies or to provide district staff to deliver the model's services; others function with much less involvement from the district.

Because models differ on these dimensions, it is important for the model provider to communicate with the school and district about what areas of authority, resources, and support it feels will increase model effectiveness. Understanding the model provider's priorities may help the school and district set *their* priorities for improving the infrastructure for reform. Since changing patterns of authority, resources, and support is often difficult, being able to set priorities is critical.

The school side: Assessing existing authority, resources, and support for comprehensive reform

Though a certain infrastructure may be important to a model's success, this does not mean a model cannot be adopted without having all of the infrastructure in place immediately. Often, it is only a concrete objective, such as the desire to implement a CSR model, that can prompt real reform. An important place to start is to assess the existing authority, resources, and support in place at the school and district levels. An honest look at where things stand can help uncover areas where school and district leaders need to work for long-term change as well as determine what areas are in need of immediate negotiation. For example, an issue that often surfaces at the beginning of model implementation concerns professional development. Professional development sessions are often the core of a model's package of services and a prescribed component of district services. Without immediate negotiation, the school may face time conflicts and duplication of training in trying to attend both the model provider sessions it purchased and the district-provided sessions. This is just one illustration of an area that should be resolved before model implementation begins. The

school, district, and model provider also should determine in advance what process will be used to rethink the division of authority, resources, and support should district priorities change after the contract has been developed.

Many models ask districts to provide schools with substantial school-site autonomy. School-level authority *can* be an effective and desirable part of school reform. However, each district will need to determine for itself what degree of school autonomy is necessary for the model's effectiveness and for what level of autonomy it feels each school is prepared. For example, some schools across the country that are pursuing comprehensive school reform have very little autonomy due to poor performance. In these cases, those with responsibility for the school may want to pursue a two-pronged strategy. In the short term, the aim should be to provide those overseeing the school's operations with the authority the model requires. In the longer term, the aim should be to rebuild capacity at the school level to assume the kind of authority suggested by the model. As this capacity develops, site-based control can progress along a continuum, from complete principal control, to principal control with advisory board input, to site-based council control with principal input.

Reaching an agreement

Appendices D and E are tools to help schools, districts, and model providers identify and prioritize needed changes in patterns of authority, resources, and support. Each tool includes two parts: an *analysis* by the model provider of areas of infrastructure important for its success, and an *assessment* by the school (Appendix D) or district (Appendix E) of the current areas of infrastructure identified by the model provider as important to model success.

Appendix D, Model Preference for School Authority and Resources/School Assessment of Authority and Resources, allows the model provider to identify what areas of school authority and resources are needed or are useful for the model. For each area identified by the model, the tool then allows the school to describe the degree of authority and resources currently available. There is then a space for the two parties to address the differences between what the model provider requests and what the school can bring.

Appendix E, Model Preferences for District Support/District Assessment of Available Support, allows the model provider to outline the funding, structures, processes, support, and evaluation mechanisms that it hopes the district will

Suggested resources concerning school and district authority, resources, and support

Karen Hawley Miles. *Resource Review Guide*. New American Schools, 1999. A tool for schools to rethink the use of their resources to support higher student performance. Includes analytic tools, examples, and references.

Allen Odden. *How to Create and Manage a Decentralized Education System*. New American Schools. **www.naschools.org/resource/howto/oddec.pdf**

Allen Odden. *Creating School Finance Policies That Facilitate New Goals*. CPRE Policy Brief. September 1998. **www.upenn.edu/gse/cpre/docs/pubs/rb26.pdf**

States and Districts and Comprehensive School Reform. CPRE Policy Brief. May 1998. Discusses the role states and districts can play in making CSR work. **www.upenn.edu/gse/cpre/docs/pubs/rb24.pdf**

provide to facilitate the model's implementation. The district may then respond with its assessment of which of these supports it can or is willing to offer. Again, there is space provided to record resolution between what the model provider requests and what the district plans to bring.

Using Appendices D and E, the parties should emerge with:

- A clear understanding about the authority, resources, and support required for the model's success.
- A clear assessment about the authority, resources, and support present in the school and district.
- A plan for making changes in authority, resources, and support as needed.

C. Cost and Payment Arrangements

The model side: Specifying the price of model services and materials

Model providers must do more during contract negotiations than apprise schools and districts of what services and materials they will provide. They also need to specify how much the services and materials will cost. Because the model provider's expenditures may vary according to school size and the number of nearby schools adopting the model, its costs to different schools may vary. Written material may be available to guide schools and districts.

The model developer also needs to make it clear to the school and district that there are costs of implementing a model that are *not* included in the stated price. Studies suggest that the direct costs of a model provider represent only a portion of the total costs of implementing a model. Other costs might include:

- Additional staff members (those who cannot simply be reassigned from existing positions).
- Staff stipends for time spent outside of regular work time (such as summer training institutes).
- Substitute teachers to cover for regular teachers attending trainings or planning sessions.
- Technology and equipment.
- Costs of travel and materials that are not included in the model provider's fees.

The model provider needs to work closely with the school and the district to see that they understand the *full* cost of implementing the design. See the box below for resources on assessing the costs of comprehensive school reform.

The school side: Clarifying the payment plan

The issue of payment will likely involve two major discussions: one between the school or district and the model provider to determine the payment schedule and one between the school and district office to clarify how the school will pay for the implementation of the model. The discussion between the school, the district, and the model provider is important for determining the times and frequency of payment. Depending on how a particular school or district receives its funds, the availability of funding may not correspond well with the model provider's required payment schedule. No matter how the budget allocation for a school works, the school and district should strategize ways in which external providers of any kind can be paid in a timely fashion. By the same token, the model provider will need to try to adjust to when the school or district *can* pay.

In addition, the school and district need to determine where the funds will come from to pay for the CSR model. Many Title I schools fund comprehensive efforts by redirecting their Title I funds. Other schools

and districts may need to work together to plan a balance between new funds and reallocation of existing resources. Many externally developed CSR models can be wholly or primarily financed through reallocation of funds from previous programs and services that are no longer necessary with the implementation of the model. A sensible balance between additional grants and reallocation will give a school any extra resources it needs to bear the start-up costs of model adoption while ensuring that the school "buys in" to the model in the very concrete way of restructuring its resources around CSR.

Reaching an agreement

Appendix F, Model Costs Questionnaire, helps schools and districts get a handle on the costs of a model by guiding them through a set of questions concerning the prices of general assistance, consulting, professional development, materials, and other services. It also provides space for model providers to note additional staffing, equipment, and other needs that are not included in the price of the model, as well as room for the model provider, school, or district to estimate what the cost of these additional needs might be. The answers to these questions should form the basis of the formal agreement entered into by the school, the district, and the model provider.

Suggested resources on the cost of comprehensive school reform

Brent Keltner. *Funding Comprehensive School Reform*. RAND Education Issue Paper IP-175, 1998. For ordering information see: **www.rand.org/publications/IP/IP175/**

Allen Odden. *How to Rethink School Budgets to Support School Transformation*. New American Schools. **http://www.naschools.org/resource/howto/oddenbud.pdf**

This guide includes no specific tool regarding payment schedules, but these too should be worked through and incorporated into the formal partnership agreement.

Using Appendix F and working through funding issues, the parties should emerge with:

- A clear agreement about the price of model services.
- A clear understanding of the costs involved in implementing the model that are not part of the model's price.
- A payment plan that accords with the school/district cash flow and the model provider's needs.
- A plan for finding the resources (through reallocation and possibly new funds) to implement the model.

Section II: Working as Partners

By carrying out the activities described in Section I, each party has the opportunity to make clear what it needs, what it expects, and what it can provide for the implementation of the model. These are clearly essential factors for discussion. In addition to these factors, though, a key consideration is, How are we actually going to do this? Working as partners requires a game plan for implementing, troubleshooting, and evaluating. It is these issues that will be considered in this section.

A. Creating the School's Implementation Plan

Any well-prepared model provider should enter a partnership with an already-established, systematic plan for the steps of implementation. Based on its experience, the provider should know whom to train on the model first, what components (e.g., new curriculum, new governance structure, and so on) will receive the initial focus, and so on. The model provider might well want to modify its plan to fit the circumstances or preferences of a particular school. However, it should still have an overarching implementation strategy that is made clear to the school and the district at the beginning of the partnership.

It is worth noting here that the implementation plan should include provisions for periodic rethinking of the implementation strategy. Schools, districts, and educational models are all dynamic systems that should respond to new circumstances and research. It is quite possible that an implementation strategy designed three years previously may no longer be the most effective strategy. Therefore, any implementation plan should remain flexible enough to respond to new environments or new information. The school, district office, and model provider, by maintaining open and frequent communications, should be able to discuss honestly any need for revision of the implementation plan and come to a consensus about this revision.

At the same time, certain parts of the model's implementation may be non-negotiable from the model provider's point of view. On these components, the model provider may insist on fidelity to the model's approach. It is important for the school and district to understand these non-negotiable issues up front so that everyone can focus attention on those items that are more flexible.

B. Common Issues in Implementation

Quite simply, the key factor in confronting problems is one that has already been mentioned: maintaining ongoing communication. It is ongoing communication that allows the partners to be proactive rather than waiting to cope with problems as they arise. Ongoing communication will also facilitate the sense of having a shared goal. If the school, district, and model provider all see themselves as being on the same team, this will lead to less finger pointing when a mistake is made (because mistakes *will* be made) and more constructive discussion on the question, How are *we* going to solve this problem?

It also might be a good idea to keep a written record of the communication between the parties. For example, some model providers ask their site directors to keep a daily log of when communication took place between model and school staff, what was discussed, and what actions were taken as a result of the discussion. According to the model providers, such logs help avoid many misunderstandings before they turn into full-blown problems.

Common issues during the first year of implementation

In order to avoid some common difficulties of the first year of partnership, consider the following issues before embarking on implementation:

Issue: **Scheduling professional development**

Options: ***Clarify the exact dates of model-provided staff development.*** Some schools enter into contracts expecting that model-provided staff training will occur during the district's designated professional development days. Since models cannot always plan their offerings around the schedules of individual schools, the school is then forced to pay for substitute teachers to allow their staff to attend the training during regular school days. Understanding the proposed dates before beginning implementation will allow the school to make a fully informed decision in model selection, negotiate with the model provider for different training days, petition the district for a waiver from mandated scheduling of professional development days, or make the necessary substitute arrangements in advance if neither the model provider nor district is able to accommodate the school's requests for flexibility.

Reach agreement with the district on flexibility in scheduling professional development days. Schools generally have limited professional development time and face competing professional development schedules on the part of the district and the model provider. Having the autonomy to choose days used for staff training will decrease the expense and difficulty schools face in juggling district-designated professional development days and the availability of model-provided training. Potential savings in hiring fewer substitutes is one reason a school can give the district in order to gain flexibility in the scheduling of staff development sessions.

Issue: **Gaining feedback from model provider staff and onsite coordinators**

Options: ***Clarify contacts for and distribution methods of information.*** Designating who at the school and district levels should receive reports, comments, and communication generated by the model staff and by the school's onsite coordinator ensures that all key people will have needed information and that model staff will have clear contact people. The school/district also should specify how it would like to receive information: written reports, conference calls, electronic communication, and so on. In addition, all staff members should be clear as to who is receiving feedback and for what purposes the feedback will be used.

Issue: **Hiring substitute teachers**

Options: ***Identify substitutes who are comfortable with the model; ask that the school have priority for those substitutes.*** Though it is not likely that many substitute teachers will have received formal training in the school's model, some substitutes may have some knowledge about the model or otherwise feel comfortable using it. Asking substitutes to fill out brief questionnaires about their experience/knowledge/comfort with the model, researching the backgrounds of the substitutes, or observing the substitute teachers in the classroom will allow the school to create a record of substitute teachers most likely to teach successfully within the model. The school should then request that they be given priority for this pool of substitute teachers.

Include some funding in the budget for substitutes to attend model training. If the school has a set of substitute teachers that it likes to use, school leaders may want to consider having them attend some model training sessions. The financial feasibility of this option will vary from school to school, but it is an option that has worked successfully for many schools.

Save nonmodel-specific lessons for use during teacher absence. If a school discovers that it may not be able to find substitute teachers who are comfortable and competent in teaching within the model and has no funding or flexibility to train the substitutes, it may want to request that special district programs, such as lessons on nutrition, drug abuse, and so on, be taught at the discretion of the teacher. In this way, teachers may be able to save such lessons for substitutes to use during teacher absences.

Ask a substitute to meet with the teacher to go over the lesson plan and basic instructions. If a teacher knows that he or she will need a substitute in advance, it would be beneficial to hire a substitute who can meet with the teacher ahead of time to discuss the lesson plans as well as the basic classroom strategies of the model. This approach will give the substitute some familiarity with the model and may eventually provide enough exposure to be included in the pool of substitutes described above.

Issue: **Dealing with late-arriving materials and other unacceptable provision of services**

Options: ***Establish a contact person within the model staff in case of difficulties with service/material delivery.*** Before embarking on model implementation, the school should clarify whom it should contact in case of any service or product concerns that need to be taken care of quickly. Accordingly, this should be a person who has the authority to remedy the situation in a prompt manner. Having an available, authoritative contact person also will benefit the model provider because customer satisfaction is a key component in fostering the spread of the model.

Establish contract provisions for what happens in the event of dissatisfaction with services/materials. In the case of late delivery of curriculum materials, the school may want more than assurances that the situation will be rectified as swiftly as possible. Being without curricular materials represents a significant problem because most schools face limited instructional days and tremendous pressure to meet accountability measures. Consequently, schools may want to incorporate financial and/or termination repercussions in the contract for certain failures of the model to provide adequate services. For example, the school may establish that the price of curricular materials not delivered by a certain time will decrease X% for every day they are late. That is just one possibility. The school and district should work with the district's attorneys to draw up the best contract for their circumstances.

Issue: **Gaining support from school staff**

Options: ***Establish a mechanism for staff to voice their concerns.*** Schools implementing CSR models should have gone through a comprehensive selection and buy-in process. This, however, is not always the case. Some schools may have models chosen for them and may feel no ownership of the model. One way of gaining staff support after model implementation is for the school leaders to

establish a mechanism through which teachers can ask questions about the model and its implementation. This approach gives teachers some sense that they are being heard, which is an important component in gaining support for any reform.

Demonstrate concrete proof of the model's positive effects and stakeholder support. Another way of gaining support is to offer concrete proof of the model's "small successes" at the school. Though there may not be significant test score gains within one year of implementation, there are other ways of demonstrating progress. For example, a teacher who has seen students blossom after he or she began using the model may be asked to "tell a story" about the progress some of these students have made. Stories are powerful because they can help skeptical teachers understand how to use the model in their classrooms. Skeptical teachers also may begin to be convinced if the school surveys parents, students, and others, and they all voice their support of the model.

Establish mentoring relationships between teachers who have experienced positive results with the model and teachers who have not. While recognizing that success stories may inspire other teachers to try more determinedly to implement the model in their classrooms, school leaders also may want to consider establishing more involved mentoring relationships between teachers who are having success with the model and those who are not. Skeptical teachers will then have an opportunity to learn about and gain confidence in the model. Establishing these relationships must be done carefully to avoid insulting any teacher. School leaders may find that establishing a supportive relationship between teachers may yield more support for and success with the model.

Consider allowing teachers who don't support the model to transfer to another school. For a variety of legitimate reasons, some teachers may simply not support or feel comfortable teaching within a certain model, even after having had opportunities to express concerns, hear about positive results, and receive training and mentoring. When this occurs, some districts allow teachers to transfer to other district schools that have not adopted this model or are adopting a different CSR model. Some districts place restrictions on the number of times a teacher may transfer or the period of time this transfer option is available. These considerations are dependent on an individual district's circumstances. Though not all districts favor allowing a teacher-transfer option, the benefits of having supportive teachers implement models and keeping teachers happier in their work environment may make the transfer option one worth considering.

Issue: **Aligning model assessment with state assessments**

Options: ***Clarify with the model provider how its assessment mechanism corresponds to the state/district assessment requirements.*** In addition to mapping out how a model's components will meet the state/district's curriculum standards, schools also need to be clear on how the model's assessment strategy matches with the state/district assessment requirements. For example, the state/district may require a certain standardized test and a particular portfolio assessment, and the model may specify that other standardized tests and/or portfolio assessments be used. The school will end up expending a lot of effort testing its students and compiling portfolios unless it and the model provider negotiate an assessment system that both parties find acceptable.

Common issues beyond the first year of implementation

Issue: **Training new teachers**

Options: ***Incorporate within the contract how incoming teachers will be trained after model implementation has already begun.*** One difficulty that many schools face is teacher turnover. Especially with the upcoming mass retirement of a large cohort of teachers, it is likely that a significant percentage of a school's teachers will leave during model implementation, necessitating the hiring of new teachers. Because a model's training schedule of teachers may occur (for example) ~~in~~ three-year cycles, contract provisions for training teachers coming in during the second or third year of model implementation need to be discussed and agreed upon.

Build capacity to train new teachers on site. The goal of many models is to build the capacity of each school to reach a point where few or no model-provided services are necessary. As a result, some models establish their final year of teacher training as "train-the-trainer" sessions. In this way, either the school or the district will have developed the capacity to train incoming teachers. This option, though not available to schools in the first year of implementation, will reduce the cost of having the model provider train all incoming teachers in the future.

Discuss with model providers and teacher colleges the possibility of training preservice teachers in CSR models. Though schools may feel they have little say in the training of preservice teachers, it is their own experiences that helped prompt a few CSR models to establish or begin planning their own training programs for college students and others interested in becoming teachers. Schools should take the initiative in discussing with their model providers and area teaching colleges the possibility of incorporating preservice model training as part of their offerings.

Issue: **Limiting the degree of turnover in school leadership**

Options: ***Seek support from the district for policies that promote stability of school leadership.*** Some policies that could potentially enhance the success of model implementation include:

- A district guarantee that it will hire a principal who supports the school's chosen model
- School autonomy to hire principals who support the school's chosen model
- A district policy to offer longer contracts to principals who are experiencing success at a particular school
- A district or school policy that offers incentives to principals who remain at a school and continue to be effective leaders

Issue: **Determining if the model is continuing to meet the needs of the school**

Options: ***Use pre-established benchmarks, ongoing evaluation, and constant communication with the model provider to assess school progress.*** Before entering into the contract, the school and model provider had fairly definite ideas about what they wanted the school to be achieving by certain points in model implementation. These expectations were outlined in goals, benchmarks, and other tools

and are continuously gauged through ongoing evaluation. Thus, both parties should be able to assess if the model is having the desired effects. Constant communication between the school and model provider will allow both parties to assess the continued appropriateness of the current strategy, determine if certain factors (model services, school implementation, or external causes) are keeping the school from reaching its potential, and revise strategy in light of new information. This topic of modifying the services of and relationship with the model provider after two to four years of partnership is discussed further in the Planning for the Future section.

Issue: **Acknowledging ineffective implementation of the model by the school**

Options: ***Work with the model provider to revise the model implementation strategy or contract for more intensive services.*** In some cases, the school may not be capable of implementing the model under the strategy outlined at the beginning of the relationship. If school members feel confident that they can implement the model given a new approach or more intense services from the model provider, they should work with the model provider to consider a new strategy for implementation or a new contract with the provider for more intensive services to build up needed capacity.

Come to agreement on contract provisions that allow the model provider to terminate services in the event of the inability or unwillingness of the school/district to support the model. After two to three years, the school may find that it is simply unable or unwilling to implement the model. If the school and the model provider have tried other measures to improve implementation without success, they may want to consider ending the relationship. Having already established provisions for how this termination will proceed will allow the relationship to end as smoothly as possible. Some considerations for termination are included in the Planning for the Future section. See especially the descriptions of intellectual property rights and potential grounds for early termination.

C. Establishing an Evaluation Mechanism

Any school engaged in comprehensive school reform should have an evaluation strategy that incorporates all components of its reform approach. This guide focuses on the evaluation of externally developed CSR models, but it should be reiterated that such models are only one piece of comprehensive reform and, thus, should be only one piece of a school's evaluation strategy.

The primary goal for any evaluation system should be to foster an environment of continuous improvement. The data made available through evaluation should be used by the school, district, and model provider to review and renew—on an ongoing basis—the approaches used to improve student learning. This emphasis on ongoing "data-driven decision making" should lie at the heart of any evaluation strategy.

Evaluation mechanisms also play an important role in the way the school is held accountable by the district or state. Evaluation of students, teachers, and schools has become commonplace with the demands for greater accountability within education. A school that is implementing a CSR model is likely to be part of an accountability system that sets forth goals for the school, establishes measures of success, and specifies consequences for meeting its goals or falling short. Any evaluation of the success of a comprehensive reform model, then, needs to be embedded in or aligned with this wider system of accountability. The primary question of the evaluation should be, Is adopting this model helping the school make progress toward its goals, and especially its goals regarding student learning outcomes?

Progress toward academic goals is likely to be a long-term process. In the meantime, a school implementing CSR needs to find intermediate measures of progress. Two important categories of these are worth noting. First, a school needs *medium-term benchmarks* for measuring progress in improving student outcomes. For example, a school with five-year goals for improving students' reading ability could establish annual targets as well.

Examples of evidence for CSR model evaluation

Achievement Measures

- Student test scores
- Student promotion rates
- Student attendance rates

Model Implementation Measures

- Percentage of teachers using classroom strategies consistently
- Percentage of time used in accordance with scheduling strategies (common planning activities, block scheduling)
- Frequency of communication with model provider

Second, a school needs to evaluate how well it is *implementing* its comprehensive school reform approach. This evaluation of "process" can alert school leaders to problems early, allowing time to adjust. One component of this evaluation of implementation is *assessing the quality of the services the provider is delivering*. **Appendix G, School Evaluation of Model's Services and Materials,** provides a template for doing so. Some model providers may have their own evaluation forms; in such cases, Appendix G can be used simply as a checklist to ensure that the model's form addresses all the issues important to the school.

It also is essential to keep in mind that assessment of a model provider's services should be *ongoing*, not simply a once-a-year evaluation of cer-

tain quantifiable outcomes. Ongoing communication and assessment are vital to ensuring that implementation and outcomes are kept on track. Schools and model providers should work together to design mechanisms for ongoing feedback. These might include:

- Immediate evaluations of particular training sessions or onsite consulting visits.
- Regular debriefings between school leaders and model provider staff.
- Time in regular staff meetings to discuss the staff's impressions of the model's services.
- Structured mid-year reviews of progress.

Model providers also may want to guide the school in correctly implementing its model. More than likely, the model provider working with a school will have its own methods of assessing the school's progress toward implementation. Still, **Appendix H, Model Evaluation of School Implementation,** offers a set of questions that will help schools understand the ways implementation might be judged. As in the case of the school's evaluation of the model, the model's assessment of implementation should be ongoing—not just a year-end judgment.

Section III: Planning for the Future

Though setting the basic terms of the relationship and the initial plan for implementation naturally occupy most of the attention of schools, districts, and model providers in the beginning stages of the partnership, it is never too early to begin taking a longer view. An initial question is simply the term of the contract—For how long are the parties planning to work together, at least initially? Then, how do the parties envision their relationship evolving over time? Most model providers have a three- to five-year plan for providing services. If all goes well, what might happen next? Whatever happens, the parties will need to confront some issues concerning "intellectual property." For instance, who owns the various ideas, materials, and other intellectual resources that define the school's particular implementation of the model? Finally, while this guide's premise is that good up-front planning and ongoing communication can help make these partnerships work, it is important to consider in advance how the parties will proceed if the partnership does not meet the needs of the school, district, or model provider. All of these issues are the subject of this section.

A. Determining Contract Length

All parties must agree upon an acceptable contract length. A school, district, or model provider may be reluctant to sign a long-term contract because of uncertainty as to how well the model will work at the school. Though establishing benchmarks of progress may ease this uncertainty, these parties may still feel some reluctance. However, a longer contract length can benefit everyone. First, it demonstrates a commitment that will help teachers feel more secure in supporting the reform, thus potentially leading to better implementation and outcomes—a definite benefit for the school. A longer-term contract also may benefit the model provider, the school, and the district by helping justify the substantial investments they may make in the effort up front. In addition, certain funding sources, such as the Comprehensive School Reform Demonstration program, may envision partnerships that extend over a number of years. A common way to resolve contract length tensions is to agree to an annual contract with the possibility, and indeed expectation, of renewal. But it also is possible to enter into a multiyear agreement with periodic reviews

and clearly stated grounds for early termination, which is discussed later in this section.

B. Reshaping the Relationship After the Natural End of the Contract

Most model providers offer a package of services that changes over time. For example, the first year of implementation might include several days of inservice training for teachers, site visits to other schools implementing similar models, and multiple onsite consulting visits by the developer's staff. In the second year, the model provider might expect to devote fewer days to all of these activities, and fewer still in the third year. Understanding that proposed trajectory is vital for schools, and it should be a focus of the negotiations of the model provider's package of services, discussed in Section I (A) of this guide.

Schools also must understand that the goal of most model providers is to build the capacity of schools to the point where few or no model-provided services are needed. Thus, there may be no clearly defined next steps in the fourth, fifth, or subsequent years of the school's implementation of the model. Though in-depth discussions of next steps in the relationship may not come until near the end of the initially planned sequence of services, touching on the possibility of future relations during the original contract negotiations is a good idea. Assuming the partnership goes well in the early years, what are the parties' expectations about the longer term? Model providers are likely to differ in how they approach this question. The box below suggests some possible scenarios worth considering.

C. Outlining Intellectual Property Rights Issues

Though attorneys should work out the intricacies of intellectual property, educators and administrators should understand the basic issues before entering into a partnership with a model provider. Most model providers have devoted years and invested substantial financial resources in the creation and refinement of their CSR models. Their

Alternatives for long-term relationships between schools and model providers

School self-sufficiency. Schools adopting a model will ultimately become self-sufficient, not requiring additional intervention from the model provider. They will gain the capacity to train new staff members in the school's approaches and to revise the school's program over time to meet new needs. The model provider's assistance will shift over time toward efforts to build the school's capacities in these areas.

Networking relationship. Schools adopting a model will become largely self-sufficient, as described in the previous bullet point. But they will continue to be part of a "family" of schools following the model—attending conferences, receiving newsletters and updates, and networking formally and informally with their peers engaged in similar reforms.

Continued intensive services. The model provider will continue to provide intensive services to the school such as professional development for new staff, update of professional development for existing staff, on- and off-site consulting, coaching, and troubleshooting, and assistance revising the school's approaches over time to meet new circumstances or achieve new goals.

capacity to prosper as organizations in the long-term depends upon the credibility of their models as effective approaches to school reform, their success at continuously improving the model, and their ability to cover their costs by "selling" their services to schools and districts. For these reasons, they have an interest in the "intellectual property" associated with the model: the evolving set of ideas, terminology, approaches, and materials that define the model. A model provider will want assurances that:

- Any school that calls itself an "XYZ model school" is implementing the model faithfully enough to be an accurate representation of the design.
- New ideas and approaches developed during the partnership with the school can be incorporated for use at other schools adopting the model.
- Any services, materials or other components that the model provider hopes to sell to other schools and school districts continue to be available only through the model provider.

At the same time, a school implementing the model has an interest in intellectual property as well. Like the model provider, the school makes substantial investments in implementing the model. These investments include raising or reallocating funds to implement the model, efforts to establish an identity (and acceptance) with parents and the community as an "XYZ model school," and the often-difficult work of changing school practices in line with the model. In addition, as a public school, the school is likely to face requirements that its practices be open to scrutiny by the public and that any innovation developed with public money become part of the public domain. As a result, a school will want assurances that:

- Once it has established an identity in the community as an "XYZ model school," it can continue to call itself such as long as it is faithful to the model's design.
- It can continue to use approaches, materials, and other components of the model over the long term.
- No provisions regarding intellectual property compromise the school's or district's obligations as public entities to be open to scrutiny by the public.
- No provisions regarding intellectual property prevent innovations developed with public money from becoming part of the public domain.

A school district might want the added assurance that if a model is successful at one or more sites in the district, it can scale up the effective practices in other schools as well.

Model providers are likely to bring to the table standard language concerning intellectual property. The challenge for a school and district is to ensure that this language provides it with the assurances they need. Each school and district will arrive at a different approach depending upon state law and local practice. The following box contains a few possible mechanisms for balancing the interests of the parties on these issues.

Points to consider about intellectual property*

The nonexclusive, nontransferable license. When a school agrees to adopt a model, it obtains a "license" to use the model's intellectual property—including the right to use materials, follow approaches, and call itself an "XYZ model school." From the point of view of the school, an ideal contract would grant the school a license *over the long term* to use the property—not just for the period of time in which the school is working under contract with the model provider. Typically, such a license would be "nonexclusive"—it would not prevent the provider from granting similar licenses to other schools. And it would be "non-transferable"—it would not allow the school to turn over its rights to another school (though it might allow the district to diffuse the model to other schools within the district). The license also would not permit the school or district to provide schools with outside training or model-based assistance for a fee, reserving that right to the model provider.

The condition of fidelity. The contract could include provisions to allow the model provider to revoke the license if the school is not implementing the model faithfully. While fidelity will be difficult to pin down in contractual language, this point is likely to be a concern for model providers.

Provisions for jointly developed property. Contracts could make a distinction between the intellectual property brought to the table by the model provider alone, and the ideas and approaches that are developed at the school site in the process of implementing the model. A typical contract might grant the school, district, and model provider the unlimited right to use such property over the long term.

Rights of the school and district to fulfill their public obligations. A contract could include language making clear that no provisions of the contract will in any way prohibit the school and district from fulfilling their obligations as public entities to disclose information to the public. If local law requires that materials used in public schools must be open to public scrutiny, for example, nothing in the contract could prevent the school from making model-based materials available for inspection.

Extended use/royalties. The contract could address the use of the model beyond the period during which the model provider is actively providing services to the school, including whether or not the model provider would require additional royalties.

* These are simply some possibilities for the district/school to consider and should in no way be construed as legal advice. Each school/district should work with its attorneys to consider its own needs and rights.

D. Partnerships That Don't Meet Expectations

The purpose of this guide is to help schools, districts, and model providers begin a partnership on sound footing and to maintain a healthy relationship over time. Striving for clarity and communication at all points in the relationship can go a long way toward avoiding problems, revealing them early, and finding appropriate resolution. Still, no agreement would be complete without some forethought about the possibility that despite the parties' best efforts, the partnership might not satisfy everyone's needs adequately. If, after a year or two, repeated efforts to troubleshoot have failed, what will happen?

Two components of the initial partnership agreement can help make these difficult situations easier to handle. First, it helps if the parties agree up front on the grounds under which the parties might decide to end the partnership. The box on page 26 contains some typical conditions for the early termination of an agreement. It is important

Potential grounds for early termination by the school/district	Potential grounds for early termination by the model provider
Failure of the school to achieve results anticipated over a given period of time	Failure of the school to implement the model faithfully over a given period of time
Chronic unsatisfactory ratings of provider's services in evaluations	Failure of the district to provide resources or make policy changes deemed necessary for the model's success
Any material violation of the contract, gross negligence, willful misconduct, or fraudulent misrepresentation	Any material violation of the contract, gross negligence, willful misconduct, or fraudulent misrepresentation
A change in policy or law or a court decision that makes implementation of the model impossible	A change in policy or law or a court decision that makes implementation of the model impossible
Insolvency or bankruptcy of the model provider	Loss of accreditation or other sanction applied to school

to emphasize that these are all worst-case scenarios; these grounds would only be invoked in extreme circumstances when all efforts to fix the problem had been tried and fallen short.

Beyond agreeing on the grounds for early termination, it also is important to think through how the parties will wrap up their relationship in such an event. Some of the issues involved in a wrap-up include:

- How any final payments due to the model provider will be calculated and handled.
- How any equipment or funds loaned to the school by the model provider will be returned or repaid.
- How the parties will handle communication of the end of the partnership to the outside world.

This section provides guidance for the rare cases of early termination. Of the thousands of schools that have adopted CSR models, most maintain their relationships as planned.

Conclusion

Seeing all of the issues raised in this guide in one place may make CSR partnerships seem overwhelmingly complicated. There are so many concerns to raise with the other party, so many questions to ask, so many uncertainties to clarify. In many cases, it may seem too early in the relationship to address some of the issues raised here. But the lessons from the early pioneers of comprehensive school reform are straightforward. The more clarity the parties can achieve in advance, the fewer problems will arise later. And the more communication the parties can maintain over the long haul, the more likely they are to be able to resolve the inevitable challenges that do arise.

Carrying out the activities outlined in this guide will not eliminate all of the potential pitfalls of these complex relationships. But doing so can help schools, districts, and model providers set out with their eyes open and with a set of tools to help with navigation. With up-front clarity about the destination and the route to get there, and ongoing communication about the progress of the trip, the journey should proceed as smoothly as possible.

Appendix A: Model Services/Materials Questionnaire

The school may use this tool to assess what information it already knows about a model provider's services and materials and what information it still needs to gather in its questioning of the model provider. This tool should be used before entering into a contract with the model provider.

Does the school have information about the following?

General content of services (alignment, assessment, and curriculum)		
Model provider strategy to ensure alignment between state/district standards and model components	❑ Yes	❑ No
Model provider strategy to help school prepare for required standardized tests	❑ Yes	❑ No
Model provider assessment strategy, including how the model makes use of results of standardized tests in planning its curriculum/instruction	❑ Yes	❑ No
Specific changes required in curriculum, instructional practices, scheduling, and class structure	❑ Yes	❑ No
Onsite consulting		
Period of time onsite consulting provided (e.g., length of the contract, only the first year)	❑ Yes	❑ No
Number of days per year onsite consulting provided	❑ Yes	❑ No
Who provides the onsite consulting (resumé and contact information)	❑ Yes	❑ No
Form of feedback consultants provide (e.g., written, verbal)	❑ Yes	❑ No
Recipients of consultant feedback (e.g., onsite coordinators, principals, central office)	❑ Yes	❑ No
Role of the consultant in performing/guiding assessment (classroom and school level)	❑ Yes	❑ No
Options if the school is not satisfied with the consulting	❑ Yes	❑ No
Availability of "emergency" onsite consulting	❑ Yes	❑ No
***Professional development* (PD) (*training, coaching, and personal development*)**		
Types of ongoing PD facilitated (e.g., expert coaching, peer coaching, action research, group reflection, individual reflection)	❑ Yes	❑ No
Types of PD sessions (e.g., workshops, seminars, forums)	❑ Yes	❑ No
Skills that will be taught/topics that will be covered as part of the model's professional development	❑ Yes	❑ No

Flexibility to tailor PD to the school	❑ Yes	❑ No
Period over which PD is facilitated (e.g., length of the contract, only the first year, etc.)	❑ Yes	❑ No
Which staff members are involved in PD sessions each year	❑ Yes	❑ No
Total amount of different types of PD for each staff member each year	❑ Yes	❑ No
Process for providing PD to new staff at the school after implementation has begun	❑ Yes	❑ No
Individual development plans for each staff member	❑ Yes	❑ No
Frequency and length of training sessions	❑ Yes	❑ No
Training for principals	❑ Yes	❑ No
Training for central office staff	❑ Yes	❑ No
Training for superintendents	❑ Yes	❑ No
Flexibility in who attends training sessions	❑ Yes	❑ No
Flexibility in which training sessions to attend	❑ Yes	❑ No

Communication

Forms of communication (e.g., written newsletter, online newsletter, phone contact, e-mail, videoconferencing)	❑ Yes	❑ No
Frequency of communication with school (e.g., "as needed," "every X weeks")	❑ Yes	❑ No
Frequency of communication with district office	❑ Yes	❑ No
School's and district office's primary contact person(s) within the model staff (name, title, and contact information)	❑ Yes	❑ No
Model's primary contact person(s) within the school (name, title, contact information)	❑ Yes	❑ No
Model's primary contact person(s) within the district office (name, title, contact information)	❑ Yes	❑ No

Networking opportunities for schools/district using the model

National, regional, and local opportunities for meetings between faculty from different schools	❑ Yes	❑ No
Model facilitation of ongoing communication between faculty from different schools	❑ Yes	❑ No
National, regional, and local opportunities for meetings between district staff and administrators from different districts	❑ Yes	❑ No
Model facilitation of ongoing communication between staff/administrators from different districts	❑ Yes	❑ No

Written materials (for students)

Subject areas and grade levels (if any) for which curricular materials are provided	❑ Yes	❑ No
How multiple learning styles are addressed in curricular materials	❑ Yes	❑ No
Availability of special materials and/or tips for modification of curricular materials for students with learning disabilities/students with IEPs	❑ Yes	❑ No
Availability of supplemental activities/materials provided for:		
Remediation	❑ Yes	❑ No
Gifted and talented/AP programs	❑ Yes	❑ No
Non-native English speakers	❑ Yes	❑ No
Students with disabilities	❑ Yes	❑ No
Computer use	❑ Yes	❑ No
Flexibility the school has to replace or supplement the model-provided curricular materials	❑ Yes	❑ No
Material durability (i.e., primarily consumable or reusable)	❑ Yes	❑ No
Availability of assessment materials (e.g., rubrics, student progress logs)	❑ Yes	❑ No
Stage of development of materials	❑ Yes	❑ No
Assurance that all material will be delivered on time	❑ Yes	❑ No
Model staff person to contact if material is not delivered on time	❑ Yes	❑ No

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Written materials (for teachers)

Materials to guide in implementation of new instructional strategies	❑ Yes	❑ No
Materials to guide in implementation of other model strategies (e.g., classroom management, student counseling, parent involvement, computer use, etc.)	❑ Yes	❑ No
Materials to guide in self-assessment of implementation of model strategies	❑ Yes	❑ No
Number of copies provided (e.g., copies for all teachers, one copy per grade level)	❑ Yes	❑ No
Scheduled delivery of materials	❑ Yes	❑ No

Written materials (for schools and districts)

Materials to guide implementation of schoolwide strategies (e.g., common planning time, class scheduling, "looping," school governance, community involvement, etc.)	❑ Yes	❑ No

Materials to guide self-assessment of the implementation of the schoolwide strategies (e.g., benchmarks, surveys)	❑ Yes	❑ No
Materials to guide schools in infrastructure or "business" issues (e.g., working in teams, writing grants, gaining waivers, etc.)	❑ Yes	❑ No
Materials to guide the district in self-assessment	❑ Yes	❑ No

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Other materials and technology

Other materials included in the price of the model (e.g., computer software)	❑ Yes	❑ No
Equipment or material required by model but not included in package of materials/ services (e.g., computers, networking capability, laboratory equipment)	❑ Yes	❑ No

Appendix B: Gap Analysis and Model Flexibility

- The school may use this tool to record any *gaps* between what its comprehensive school reform approach includes and what the model developer's package of services provides. As described in detail within the text of the guide, gaps could arise from the school's needs, district and state standards and requirements, or values of the school community that are not addressed adequately by the model. Additionally, this tool provides a section for a school receiving a CSRD grant to match the nine components against its CSR strategy and the model components.
- The list at the beginning of the Appendix suggests some areas of school operations where a school may identify gaps between its CSR approach and what the model provides. A school can use this list as a checklist to ensure that it thinks through all relevant issues. The second section includes a grid of the nine components required for schools receiving a CSRD grant. Schools not receiving a CSRD grant may still want to use the section since the nine components offer a suitable framework for thinking about CSR.
- The model provider may use this tool to respond to the school's analysis. It may discuss how it proposes to address the school's needs, requirements, and values or cite reasons why it doesn't feel it can incorporate the school's suggestions and retain the integrity of the model.
- The Appendix begins with three examples of gaps identified by schools and the model's response. The examples relate to different areas of school operations (curriculum, governance, and professional development) and spring from different sources (identified needs, district standards/requirements, and values of the school community).
- Following the examples are two blank tables the school can use to list it own gaps and record discussions with the provider. The first table can be used to note gaps between model components and the needs, standards/requirements, and values of the school/district. The second blank table can be used to record how the school's CSR strategy and the model components match the nine components required under CSRD.
- This tool should be used before the school enters into a contract with the model provider.

List of Potential Areas of School Needs, Standards, Requirements, and Values

Curriculum Components	Assessment Strategies	Use of Technology
Parent Involvement	Community Involvement	Instructional Methods
Classroom Management	Professional Development	School Governance

Example 1: Gap Based on Needs (*Curriculum Component*)

Gap between the school's CSR approach and what the model provides *(To be filled in by the school)*	**Can the model be adapted to fill the gap? If so, how?** *(To be filled in by the model provider)*
Our K-3 students score (on average) at the 36th percentile in reading comprehension. We need a program that gets these kids up to grade level.	We have investigated several reading programs and found 2 (X and Y) that have demonstrated results with your target population and fit with our model. Let's set up a meeting next week to discuss the programs.

Example 2: Gap Based on District Requirement (*School Governance*)

Gap between the school's CSR approach and what the model provides	**Can the model be adapted to fill the gap? If so, how?**
The district requires schools to have the principal, one teacher from each grade pair (K-2, 3-4, 5-6), three parents, and two community members on the school council.	This varies a bit from our proposed school governance structure, though we can accommodate it. We would suggest, however, that we work to have one of your community representatives be from an organization that participates in your school-business partnerships.

Example 3: Gap Based on School Values (*Professional Development*)

Gap between the school's CSR approach and what the model provides	**Can the model be adapted to fill the gap? If so, how?**
We at the school believe it is important to include a system of peer observation as part of our professional growth.	We do not stress this type of work in our model. Your district might be able to help you find some good approaches to use.

Gap Analysis and Model Flexibility (*School Needs, Standards, Requirements, and Values*)

List of Potential Areas of School Needs, Standards, Requirements, and Values

Curriculum Components	Assessment Strategies	Use of Technology
Parent Involvement	Community Involvement	Instructional Methods
Classroom Management	Professional Development	School Governance

Gap between the school's CSR approach and what the model provides *(To be filled in by the school)*	**Can the model be adapted to fill the gap? If so, how?** *(To be filled in by the model provider)*

(duplicate if additional sheets are needed)

Gap Analysis and Model Flexibility (*Nine Components of* CSRD *Program*)

Each of the nine components listed below is required for schools receiving CSRD grants. Therefore, any school receiving such a grant should analyze each component (a) to determine how the school's CSR strategy will address it, (b) to determine how the model will contribute to it, and (c) to investigate what gaps remain and how to address them.

Component	**How does the school's CSR strategy address this component?** *(To be filled in by the school)*	**How will the model contribute to this strategy?** *(To be filled in by the model provider)*	**What gaps remain? How will they be addressed?** *(To be filled in by the school)*
Effective, research-based methods and strategies			
Comprehensive design with aligned components			
Professional development			

Gap Analysis and Model Flexibility *(Continued)*

Component	**How does the school's CSR strategy address this component?** *(To be filled in by the school)*	**How will the model contribute to this strategy?** *(To be filled in by the model provider)*	**What gaps remain? How will they be addressed?** *(To be filled in by the school)*
Measurable goals and benchmarks			
Support within the school			
Parental and community involvement			
External technical support and assistance			

Gap Analysis and Model Flexibility *(Continued)*

Component	How does the school's CSR strategy address this component? *(To be filled in by the school)*	How will the model contribute to this strategy? *(To be filled in by the model provider)*	What gaps remain? How will they be addressed? *(To be filled in by the school)*
Evaluation strategies			
Coordination of resources			

Appendix C: School Outcome Expectations/Model Outcome Predictions

- A school may use this tool to make known its expectations on several dimensions of school performance before beginning implementation. The first part of this tool provides space for the school to record its expectations for student outcomes. The second part includes a list of other areas of expectations.
- This tool also can be used later when performing an evaluation of model services (see Appendix G) as a way of checking if school-specific expectations listed here were actually accomplished.
- A model provider may use this tool to make known its "predictions" based on its past experiences and its assessment of this particular school's capacity and circumstances.
- Any significant discrepancy between the school's expectations and the model's predictions should be discussed, *though neither explicit expectations nor predictions should necessarily be included as part of the contract*. This tool can help each partner understand the perspective of the other and to help bring about a common understanding of concrete and specific objectives.

School Expectations for Student Outcomes

The following are areas in which the school might have specific expectations and for which there is often available data:

- Average overall student performance
- Performance of specific subgroups of students (e.g., racial, socioeconomic, gender, language, exceptionality)
- Student performance in particular subject areas
- Nonacademic outcomes (e.g. attendance, mobility, discipline)

The school and model should use the table below to record their respective expectations and predictions as well as potential indicators of progress (e.g., standardized test scores, portfolio assessment, attendance records) for each expectation.

School expectations and indicators of progress for student outcomes	Model predictions and indicators of progress for school-identified areas

School Expectations Beyond Student Outcomes

Below is a list of areas in which the school might have specific expectations but for which concrete data may not be traditionally tabulated:

- Student engagement
- Teacher use of model classroom strategies
- Principal use of model schoolwide strategies
- Use of technology
- Teacher collegiality
- Parent support of the model
- Community support of the model
- Superintendent support of the model
- School board support of the model

Since all meaningful goals must include indicators of progress, the school will need to develop means (e.g., records of classroom observations, surveys, focus groups, and so on) that will allow it to identify progress for each goal. The school and the model can then use the space below not only to record their respective expectations and predictions, but also *how* these expectations will be measured.

School expectations and indicators of progress for issues other than traditional student outcomes	Model predictions and indicators of progress for school-identified areas

Appendix D: Model Preference for School Authority and Resources/ School Assessment of Authority and Resources

- The model provider may use this tool during contract discussions to record its requirements/preferences for school authority and resources in adopting the CSR model. A list of potential areas of authority and resources is included below.
- The school may use this tool to respond to the model provider by recording the extent of its current authority and resources that are available for use in adopting the CSR model.
- Discrepancies between the authority and resources the model requests and the authority and resources the school can provide should be discussed and resolved before signing the contract.

List of Areas of Authority and Resources Potentially Useful for Model Implementation

- School Budget Authority: *% and categories over which school currently has control*
- School Budget Authority: *School-level spending restrictions (e.g., district signature on $2,000+ expenditures)*
- School Authority to Create, Restructure, and Eliminate Staff Positions
- Time Available Per Week for Common Planning
- Time Available Per Week for Individual Teacher Planning
- Available Staff: *Teacher/student ratio by grade level (e.g., grades K-2 = 1:17; grades 3-6 = 1:22)*
- Available Staff: *Total FTE special subject teachers (e.g., art, music)*
- Available Staff: *Total FTE categorical specialists (e.g., Title I, Special Ed.)*
- Available Staff: *Instructional aides by grade level*
- Available Staff: *Other (e.g., guidance counselors, nurses)*
- Days Available for Unrestricted Professional Development Sessions
- Funds Available for Professional Development
- Funds Available for Substitute Teachers
- School Authority Over Class Scheduling
- School Authority to Select Materials and Services of Other External Providers

Matching Model Requests for School Authority and Resources With Available School Authority and Resources

Authority/Resources Needed or Preferred by Model Provider *(To be filled in by model provider)*	**Available School Authority/Resources** *(To be filled in by school)*	**Resolution** *(To be agreed upon by each party)*

(duplicate if additional sheets are needed)

Appendix E: Model Preferences for District Support/ District Assessment of Available Support

- The model provider may use this tool during contract discussions to make known its preferences for district support. A list of areas in which the district could play an important role in supporting schools is included below.
- The district office may use this tool to assess its available support for CSR model implementation.
- Discrepancies between the support the model provider requests and the support the district can provide should be discussed.

List of Areas of District Support Potentially Useful for Model Implementation

Funding	Structures/Processes	Support	Evaluation
° Money for start-up costs of CSR models ° Money for ongoing costs of CSR models ° Money for professional development ° Money for technology ° Money for conferences ° Money for substitutes ° Division between new funds and reallocation	° District liaisons for CSR and/or a particular CSR model ° Principal tenure ° Superintendent tenure ° Communication plan between district office, schools, and model provider(s)	° District capacity/ willingness to provide technical sssistance for schools ° School board commitment to/ promotion of CSR ° Superintendent commitment to/ promotion of CSR ° District process for gaining waivers, policy changes ° District staff training in CSR and a particular CSR model ° Relationships with area teaching colleges ° Relationships with area businesses/ foundations ° Relationship with the community	° Mechanism(s) for evaluation of schools ° Application of evaluation results ° Role of data-driven decision making in school operations ° Timeliness of reporting scores to schools for use in implementation plan ° Mechanisms for school evaluation of district services

Matching Model Provider Requests for District Support With Available District Support

District Support Needed or Preferred By Model Provider	Available District Support	Resolution

Appendix F: Model Costs Questionnaire

- The school or district may use this tool during contract discussions to guide it in asking specific questions about model costs.
- The model developer may use this tool to clarify exactly what is included in its package of services.

School/District Query	
Model Costs: General	
What is the total cost of the package of services?	
What is the breakdown of annual costs by category? Please note if these will change over the length of the agreement.	Onsite consulting/technical assistance $_____ Professional development sessions $_____ Materials $_____ Flat fees $_____ Other (_____) $_____
What are the categories of direct costs that are required or encouraged in model implementation but are not included in the package of services? Please: **1.** Put a checkmark by all that apply. **2.** Estimate approximate costs for each category. (In some cases the model provider will be able to fill in costs; in other cases, costs will vary by district and should be estimated by school/district after the model provider has signified that the item is necessary or preferred.)	***Category*** — ***Estimate of Cost*** _____ Additional staff: (*Please specify position in space provided.*) _____ $_____ _____ $_____ _____ $_____ _____ Additional technology/equipment $_____ _____ Teacher stipends for professional development sessions $_____ _____ Wages of substitutes for teachers in professional development sessions $_____

School/District Query	
What are the categories of direct costs that are required or encouraged for model implementation but are not included in the package of services? Please: **1.** Check all that apply. **2.** Estimate approximate costs for each category. (In some cases the model provider will be able to fill in costs; in other cases, costs will vary by district and should be filled in by the school/district after the model provider has signified that the item is necessary or preferred.)	***Category*** — ***Estimate of Cost*** _____ Conferences — $_____ _____ Faculty travel (for professional development, school visits, etc.) — $_____ _____ Additional student field trips — $_____ _____ Other (_____) — $_____ **Total Direct Cost Not Included in Model Price** — $_____

Model Costs: Onsite Consulting/ Other Technical Assistance	
What is the daily rate for onsite consultation? (Please specify if rate differs depending on the experience level of the consultant or for any other reason.)	
Does the rate for onsite consulting change if more visits are needed than originally planned?	
Are travel expenses for consultants included in packages of services or are they billed separately to the school/district as they are incurred?	
Does the model provider have a policy to make cost-conscious travel arrangements if possible (e.g., make travel arrangements in advance)?	
What, if any, are charges for "off-site" consulting that are not included in the package of services. (e.g., phone bills, e-mail accounts)?	

Model Costs: Professional Development	
Please break down the price for professional development sessions (e.g., training, materials, meals). Please note what is not included (e.g., lodging, travel) in the price of the sessions.	
Model Costs: Materials	
If applicable, how are costs for curricular materials calculated (e.g., per pupil)? Please provide specific details.	
If applicable, please note what other materials (e.g., implementation guides, student progress logs, rubrics) are provided as well as their total costs per school.	
Model Costs: Other	
Please note any other costs of which the school/district should be aware.	
Would there be any savings on services/materials if the school could "cluster" with other schools using the model?	

Appendix G: School Evaluation of Model's Services and Materials

- The school may use this tool to evaluate the services and materials of the model provider. On the left-hand side, the school is asked to circle the appropriate rating. On the right-hand side, the school is asked to offer any comments or suggestions related to its ratings. (For example, the evaluator may want to use examples to support his or her rating or may want to make suggestions to change the *quantity* of model-provided services—a topic not explicitly included in rating the quality of a service.) Before each section is a rubric to help schools rate each area. In addition, some sections conclude with a few yes or no questions with opportunity for comments as a means of gathering additional information.
- In order to gain more from the evaluation, the school may want to have a number of different members of the school community with different perspectives perform an evaluation of the model. This group could include the principal, an advisory council, all faculty and staff, or anyone at the school who works directly with the model's implementation.
- The model provider may use this tool to gain feedback as to how its product can be improved.
- This tool should be used on an ongoing basis during implementation.
- *Please note that it could be useful to base this evaluation in part on expectations outlined in* Appendix C.

Rubric for Rating Outcomes:

4: Exceeded the expectations outlined during contract discussions.

3: Met the expectations outlined during contract discussions.

2: Some progress was made, but the expectations outlined during contract discussions were not met. (Priority Area)

1: Little or no progress was made towards the expectations outlined during contract discussions. (Immediate Priority Area)

Outcomes *Please rate the following outcomes using the above rubric.*	**Outcomes** *Please make any comments or suggestions in this space.*
Overall Learning Environment: 1 2 3 4 Student Achievement: 1 2 3 4 Student Engagement: 1 2 3 4 Teacher Engagement: 1 2 3 4 Principal Engagement: 1 2 3 4 Student Discipline: 1 2 3 4 Parent Support: 1 2 3 4 Central Office Support: 1 2 3 4 Superintendent Support: 1 2 3 4 Community Support: 1 2 3 4	

Rubric for Rating Model Provider Staff:

4: All experiences were very positive. No significant improvement is needed in this area.

3: Most experiences were positive. Only a few minor improvements are needed in this area.

2: Some experiences were positive. Some fairly significant improvements could be made in this area. (Priority Area)

1: Few/no experiences were positive. This area needs substantial change. (Immediate Priority Area)

DK: "Don't Know." The evaluator does not have enough information/familiarity to rate this area.

Model Provider Staff

Please rate the following outcomes using the above rubric.

Knowledge

Of model: 1 2 3 4 DK

Of school: 1 2 3 4 DK

Of district: 1 2 3 4 DK

Willingness to tailor model to school's individual needs: 1 2 3 4 DK

Availability

Scheduled: 1 2 3 4 DK

"Emergency": 1 2 3 4 DK

Communication

Effectiveness: 1 2 3 4 DK

Timeliness: 1 2 3 4 DK

Relationship with school faculty/staff: 1 2 3 4 DK

Relationship with central office staff: 1 2 3 4 DK

Model Provider Staff

Please make any comments or suggestions in this space.

Rubric for Rating Materials:

4: The content of the material significantly contributed to improved teaching and learning. The format and language of the material was extremely clear and cohesive. The scope of the material was comprehensive without being overwhelming.

3: The content of the material contributed to improved teaching and learning. The format and language were fairly clear and cohesive. The material included all necessary components.

2: The content of the material somewhat contributed to improved teaching and learning. The format and/or language were confusing in parts. The material lacked a few topics/tools that would have been helpful. (Priority Area)

1: The content of the material did not contribute much to improved teaching and learning. The format and language were confusing throughout much of the material. The material lacked a number of topics/tools that would have been helpful. (Immediate Priority Area)

NA: "Not Applicable." This type of material was not used by the school and/or not provided by the model provider.

DK: "Don't Know." The evaluator does not have enough information/familiarity to rate this area.

Materials *Please rate the following items using the above rubric.*	**Materials** *Please make any comments or suggestions in this space.*
Informational/model philosophy literature: 1 2 3 4 NA/DK Curricular materials Overall: 1 2 3 4 NA/DK Language arts: 1 2 3 4 NA/DK Math: 1 2 3 4 NA/DK Social studies: 1 2 3 4 NA/DK Science: 1 2 3 4 NA/DK _____ 1 2 3 4 NA/DK _____ 1 2 3 4 NA/DK Implementation benchmarks: 1 2 3 4 NA/DK Self-assessment guide: 1 2 3 4 NA/DK Other materials _____ 1 2 3 4 NA/DK	

Rubric for Rating Professional Development (Ongoing)

4: The purpose of and directions for the activity were explicitly and patiently explained. The activity was structured in a way that staff could directly use the results to improve teaching. The activity took place in a fully supportive environment.

3: The purpose of and directions for the activity were adequately explained. The activity included some structure to help staff tie the results to improved teaching. The activity took place in a generally supportive environment.

2: The directions for the activity were explained with little/no attention given to the purpose of the activity. The activity was not structured in a way that staff could directly use the results to improve teaching. The activity was done with little ongoing support from the model provider or school leadership. (Priority Area)

1: Neither the directions nor the purpose were adequately explained. Staff received no guidance in using the activity to improve teaching. The activity had no ongoing support from the model provider or school leadership. (Immediate Priority Area)

NA: "Not Applicable." This type of service was not used by the school and/or not provided by the model provider.

DK: "Don't Know." The evaluator does not have enough information/familiarity to rate this area.

Professional Development (Ongoing)

Please rate the following areas using the above rubric.

Use of peer coaching: 1 2 3 4 NA/DK

Use of mentoring relationships: 1 2 3 4 NA/DK

Use of group reflection/ sharing: 1 2 3 4 NA/DK

Use of personal journal reflection: 1 2 3 4 NA/DK

Use of other self-assessment tools: 1 2 3 4 NA/DK

Professional Development (Ongoing)

Please make any comments or suggestions in this space.

Yes or No Questions for Professional Development (Ongoing)

Please check the appropriate response and make comments as necessary.

Does this model assess teachers' use of learned professional development skills in the classroom?

❑ Yes ❑ No

Do you think this type of assessment is (would be) helpful? Why or why not?

Does this model evaluate if the professional development skills teachers learned produce increases in student achievement?

❑ Yes ❑ No

Do you think this type of evaluation is (would be) helpful? Why or why not?

Rubric for Rating Professional Development (Training Sessions)

4: All expectations were met. No significant improvements could be made in this area.

3: Most expectations were met. Only a few minor changes/improvements are necessary in this area.

2: Some expectations were met. There is some room for change/improvement in this area. (Priority Area)

1: Few/no expectations were met. A significant degree of change/improvement is needed. (Immediate Priority Area)

NA: "Not Applicable." This type of service was not used by the school and/or not provided by the model provider.

DK: "Don't Know." The evaluator does not have enough information/familiarity to rate this area.

Professional Development (Training Sessions)
Please rate the following items using the above rubric.

Relevance of topics: 1 2 3 4 NA/DK

Knowledge of trainers: 1 2 3 4 NA/DK

Time use effectiveness: 1 2 3 4 NA/DK

Appropriateness of session length: 1 2 3 4 NA/DK

Personal reflection time: 1 2 3 4 NA/ DK

Professional Development (Training Sessions)
Please make any comments or suggestions in this space.

Rubric for Rating Networking Opportunities

4: All expectations were met. No significant improvements could be made in this area.

3: Most expectations were met. Only a few minor changes/improvements are necessary in this area.

2: Some expectations were met. There is some room for change/improvement in this area. (Priority Area)

1: Few/no expectations were met. A significant degree of change/improvement is needed (Immediate Priority Area)

NA: "Not Applicable." This type of service was not used by the school and/or not provided by the model provider.

DK: "Don't Know." The evaluator does not have enough information/familiarity to rate this area.

Networking Opportunities

Please rate the following areas using the above rubric.

Range of people (e.g., different grade levels, positions, geographic areas) invited to networking opportunities: 1 2 3 4 NA/DK

Quantity of face-to-face networking opportunities: 1 2 3 4 NA/DK

Range of communication opportunities with other teachers/ schools: 1 2 3 4 NA/DK

Effectiveness of communication opportunities with other teachers/ schools: 1 2 3 4 NA/DK

Quantity of communication opportunities with other teachers/ schools: 1 2 3 4 NA/DK

Networking Opportunities

Please make any comments or suggestions in this space.

Yes or No Questions for Networking Opportunities

Please check the appropriate response and comment as necessary.

Do you feel connected with other teachers/schools using this model?

❑ Yes ❑ No

Do you think this connection is important? Why or why not?

Rubric for Rating Other Items

4: All expectations were met. No significant improvements could be made in this area.

3: Most expectations were met. Only a few minor changes/improvements are necessary in this area.

2: Some expectations were met. There is some room for change/improvement in this area. (Priority Area)

1: Few/no expectations were met. A significant degree of change/improvement is needed. (Immediate Priority Area)

Other *(This section may include any specific expectations the school listed in Appendix C.)*	**Other** *Please make any comments or suggestions for "other" topics in this space.*
_____ 1 2 3 4 _____ 1 2 3 4 _____ 1 2 3 4	

Appendix H: Model Evaluation of School Implementation

- This tool may be used to assess the school's success in implementing the model. The school may use this tool as a starting place for discussion to understand how and in which particular areas it needs to improve its implementation of the model.
- This tool should be used on an ongoing basis during model implementation.

Please note that several "Student Achievement by Subgroup" categories are included. Please fill in the subgroups the school or the model provider wants to look at separately. Some examples include grade level, racial/ethnic group, gender, and English-speaking ability.

Rubric for Appendix H

Good Progress: The school is fully meeting expectations in this area. Continuing the tactics used and energy devoted to this area will allow the school to meet its goals on its identified time schedule.

Satisfactory Progress: The school is making progress in this area, but some changes in tactics or renewed vigor in efforts could ensure that the school will meet its goals on its identified time schedule.

Unsatisfactory Progress: The school is not meeting expectations in this area. The school and the model provider should meet to determine possible reasons for this lack of progress and agree upon a new approach for meeting expectations in the future.

No Progress: The school has made no progress in this area. This area should be an immediate priority for the school and model provider. A completely new strategy and/or more intensive services may be necessary to get this area on track.

Area of Assessment	Evidence Used	Ranking (*Please circle appropriate ranking.*)	Comments
Overall learning environment		Good progress Satisfactory progress Unsatisfactory progress No progress	
Overall student achievement		Good progress Satisfactory progress Unsatisfactory progress No progress	
Student achievement by subgroup: _____		Good progress Satisfactory progress Unsatisfactory progress No progress	
Student achievement by subgroup: _____		Good progress Satisfactory progress Unsatisfactory progress No progress	
Student achievement by subgroup: _____		Good progress Satisfactory progress Unsatisfactory progress No progress	
Student achievement by subgroup: _____		Good progress Satisfactory progress Unsatisfactory progress No progress	

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Area of Assessment	Evidence Used	Ranking (*Please circle appropriate ranking.*)	Comments
Fidelity to school-wide model strategies (e.g., block scheduling, common planning time)		Good progress Satisfactory progress Unsatisfactory progress No progress	
Fidelity to classroom instructional/ assessment strategies		Good progress Satisfactory progress Unsatisfactory progress No progress	
Fidelity to classroom management strategies		Good progress Satisfactory progress Unsatisfactory progress No progress	
Fidelity to school governance strategies		Good progress Satisfactory progress Unsatisfactory progress No progress	
Fidelity to parent/community involvement strategy		Good progress Satisfactory progress Unsatisfactory progress No progress	
Student engagement		Good progress Satisfactory progress Unsatisfactory progress No progress	

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Area of Assessment	Evidence Used	Ranking *(Please circle appropriate ranking.)*	Comments
Teacher engagement		Good progress Satisfactory progress Unsatisfactory progress No progress	
Principal engagement		Good progress Satisfactory progress Unsatisfactory progress No progress	
Professional development		Good progress Satisfactory progress Unsatisfactory progress No progress	
Professional collaboration		Good progress Satisfactory progress Unsatisfactory progress No progress	
Parent involvement		Good progress Satisfactory progress Unsatisfactory progress No progress	
Community involvement		Good progress Satisfactory progress Unsatisfactory progress No progress	

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Area of Assessment	Evidence Used	Ranking (*Please circle appropriate ranking.*)	Comments
School promotion of model		Good progress Satisfactory progress Unsatisfactory progress No progress	
Central office/ superintendent support		Good progress Satisfactory progress Unsatisfactory progress No progress	
School board support		Good progress Satisfactory progress Unsatisfactory progress No progress	
Union support		Good progress Satisfactory progress Unsatisfactory progress No progress	
Other: _____		Good progress Satisfactory progress Unsatisfactory progress No progress	

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AEL, Inc.

Director	Dr. Allen Arnold
Address	P.O. Box 1348 Charleston, WV 25235-1348
Phone	304-347-0400
Fax	304-347-0487
E-mail	ael.info@ael.org
Internet	http://www.ael.org

Laboratory for Student Success (LSS)

Director	Dr. Margaret C. Wang
Address	Temple University/Center for Human Development and Education 933 Ritter Annex, 13th St. and Cecil B. Moore Ave. Philadelphia, PA 19122
Phone	215-204-3000
Fax	215-204-5130
E-mail	lss@vm.temple.edu
Internet	http://www.temple.edu/lss

Mid-continent Research for Education and Learning (McREL)

Director	Dr. J. Timothy Waters
Address	2550 Parker Rd., Suite 500 Aurora, CO 80014-1678
Phone	303-337-0990
Fax	303-337-3005
E-mail	info@mcrel.org
Internet	http://www.mcrel.org

North Central Regional Educational Laboratory (NCREL)

Director	Dr. Gina Burkhardt
Address	1900 Spring Rd., Suite 300 Oak Brook, IL 60523-1480
Phone	630-571-4700
Fax	630-571-4716
E-mail	info@ncrel.org
Internet	http://www.ncrel.org

Northeast and Islands Regional Laboratory at Brown University (LAB at Brown)

Director	Dr. Phil Zarlengo
Address	222 Richmond St., Suite 300 Providence, RI 02903-4226
Phone	401-274-9548
Fax	401-421-7650
E-mail	LAB@brown.edu
Internet	http://www.lab.brown.edu

Northwest Regional Educational Laboratory (NWREL)

Director	Dr. Ethel Simon-McWilliams
Address	101 S.W. Main St., Suite 500 Portland, OR 97204-3297
Phone	503-275-9500
Fax	503-275-9489
E-mail	info@nwrel.org
Internet	http://www.nwrel.org

Pacific Resources for Education and Learning (PREL)

Director	Dr. John W. Kofel
Address	Ali'i Place, 25th Floor 1099 Alakea St. Honolulu, HI 96813-4513
Phone	808-441-1300
Fax	808-441-1385
E-mail	askprel@prel.org
Internet	http://www.prel.org

SERVE

Director	Dr. John R. Sanders
Address	P.O. Box 5367 Greensboro, NC 27435
Phone	336-334-3211
Fax	336-334-3268
E-mail	info@serve.org
Internet	http://www.serve.org

Southwest Educational Development Laboratory (SEDL)

Director	Dr. Wesley A. Hoover
Address	211 E. Seventh St. Austin, TX 78701-3281
Phone	512-476-6861
Fax	512-476-2286
E-mail	info@sedl.org
Internet	http://www.sedl.org

WestEd

Director	Dr. Glen Harvey
Address	730 Harrison St. San Francisco, CA 94107-1242
Phone	415-565-3000
Fax	415-565-3012
E-mail	tross@west.ed.org
Internet	http://www.wested.org

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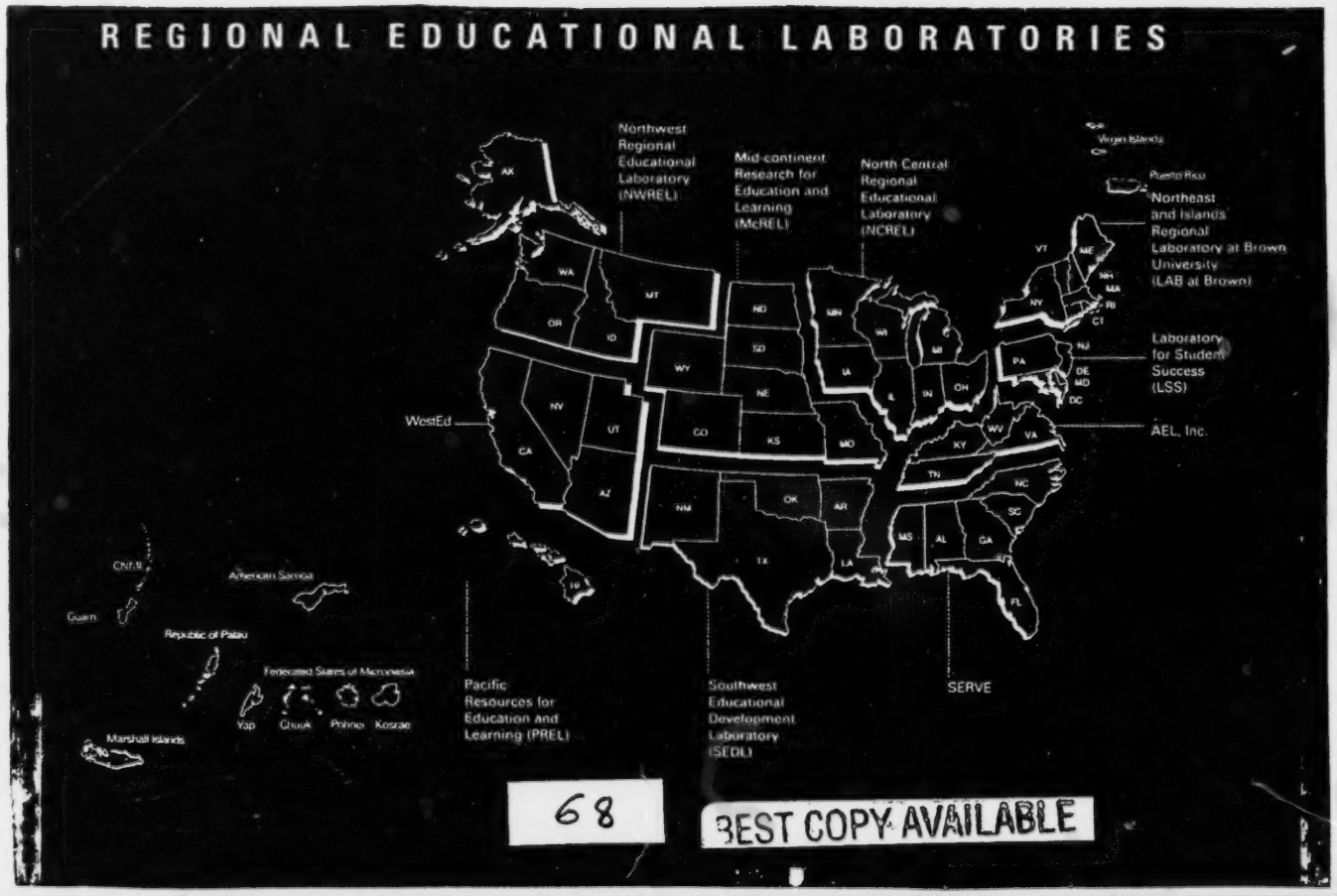

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